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ABSTRACT

This bibliography provides information on resources available for parent training about supported employment and transition of individuals with disabilities. The annotated bibliography includes journal articles, manuscripts, books, and audiovisual materials. The resources are organized into the following categories: (1) parental involvement (17 resources), (2) transition planning (43 resources), (3) supported employment (20 resources), (4) work incentives (5 resources), and (5) futures planning (6 resources). An introductory section outlines key federal legislation affecting youth and adults with disabilities, and an appendix lists newsletters/journals and federally funded parent training and information centers that have developed materials for parent training. (JDD)

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ED 370 314

A Bibliography of Supported Employment and Transition Resources

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Supported Employment Parent Training Technical Assistance SEPT/TA Project

PACER Center 1992

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PREPARED BY THE SUPPORTED EMPLOYMENT PARENT TRAINING TECHNICAL ASSISTANCE (SEPT/TA) PROJECT

Sharman Davis Jamison, Project Coordinator

Paula F. Goldberg, Co-director, PACER Center

Marge Goldberg, Co-director, PACER Center

SPECIAL THANKS TO:

Heather Lyle, PACER Center

The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project is a national project of PACER Center. SEPT/TA is funded by the U.S. Office of Special Education and Rehabilitative Services (OSERS), through a subcontract of the Technical Assistance to Parent Programs (TAPP) Project. The views expressed in this publication do not necessarily reflect the opinions of OSERS.

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PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417-[redacted]
(612) 827-2966 Voice/TDD; FAX (612) 827-3065

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PREFACE

The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project is a national project located at PACER Center and is funded by the U.S. Office of Special Education and Rehabilitative Services through a subcontract of the Technical Assistance to Parent Programs (TAPP) Project. SEPT/TA delivers technical assistance to parent training and information centers and state supported employment projects which are developing and implementing parent training about supported employment and transition. In addition, the SEPT/TA Project facilitates the national exchange of information to promote parent training about supported employment and areas related to the independence of youth and young adults with disabilities.

A Bibliography of Supported Employment and Transition Resources is comprised of annotated journal articles, manuscripts, books, and audiovisual materials. The appendix has a listing of the federally funded parent training and information centers which have developed materials, handbooks, guides and workshops for parent training about supported employment and transition. You are encouraged to contact the parent training and information centers with your specific questions and requests.

The SEPT/TA Project does not endorse the materials listed. Due to frequent changes, specific prices for materials are not listed. Please contact the individual programs for information regarding ordering and costs. We encourage you to explore the items that will be effective for the development of training in your communities. This manual is intended to provide you with current information on resources available for parent training about supported employment and transition.

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(Resources listed by key topics)

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KEY FEDERAL LEGISLATION AFFECTING YOUTH AND ADULTS WITH DISABILITIES

KEY FEDERAL LEGISLATION AFFECTING YOUTH AND ADULTS WITH DISABILITIES

* **Americans with Disabilities Act (ADA) (P.L. 101-336)**

  ADA prohibits discrimination against people with disabilities in the areas of private employment, public services such as transportation including state and local government services, public accommodations, and telecommunications.

* **Individuals with Disabilities Education Act (IDEA) (P.L. 101-476)**

  IDEA is the reauthorization of the Education for All Handicapped Children Act (P.L. 94-142). IDEA adds the definition of transition services and the inclusion of transition services to a student's individual education plan and calls for changes in transition programs. IDEA gives attention to the transition needs of students who use assistive technology.

* **Technology Related Assistance for Individuals with Disabilities Act (Tech Act) (P.L. 100-407.)**

  The Tech Act expands the availability of assistive technology services and devices to persons with disabilities. A system change initiative, this law was enacted to increase access and financing for assistive technology by persons with disabilities.

* **Job Training Partnership Act (JTPA) (P.L. 97-300)**

  The JTPA provides money for job training to people who are economically disadvantaged. Persons with disabilities are targeted as well under the act. Funds are used to provide training, assist with support services, and educate private employers.

* **Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 101-392)**

  The 1990 Amendments to the Perkins Act direct vocational educators to increase the participation of persons with disabilities in vocational programs. In addition the act promotes higher quality vocational programming for defined special populations which include persons with disabilities.

Key Federal Legislation (cont.)

* **Rehabilitation Act of 1973 (P.L. 93-112)**

The Rehabilitation Act provides funding to states on a formula basis and is a state-federal match program. In most states these programs are known as the Vocational Rehabilitation program. Vocational Rehabilitation assists persons with mental or physical disabilities find jobs. In 1973, priority was given to serve individuals with severe disabilities. Section 504 makes it illegal for any agency, public or private, receiving federal money to discriminate against a person with a disability solely based on his or her disability. In 1986 (P.L. 99-506) supported employment programs were established. In 1992, the Rehabilitation Act is in the process of being reauthorized and changes are anticipated.

RESOURCES ABOUT PARENTAL INVOLVEMENT

After School...Then What? (1986) Syracuse, NY: Center on Human Policy. Boston, MA: Federation for Children with Special Needs.

Author: S. Lehr

Copies from: Technical Assistance for Parent Programs (TAPP)
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915

This manual, prepared for the Technical Assistance for Parent Programs (TAPP) Project offers parents and young adults with disabilities information and support as plans are made for transition into the adult world. The manual looks at the issues involved in transition, roles of parents, and some of the challenges and the successes. The appendix covers information on the various acts and amendments affecting vocational rehabilitation, vocational education, and Supplemental Security Income (SSI). Material in the appendix, particularly the laws, should be read with caution since changes have occurred since 1985. Parent organizations are granted permission to reproduce this publication in whole or in part. Please give full credit.

"Building Bridges: Transition From School to Work for Youth Who Are Disabled". (1987) Journal of Applied Rehabilitation Counseling, 18(2), 15-20.

Authors: S. Johnson
B.J. Atkins

The purpose of this article is to describe the components necessary for successful employment outcomes for persons with disabilities. The role and responsibilities of special education and vocational rehabilitation are enumerated. Parent and employer involvement are discussed.

"Entering Post-secondary Programs: Early Individualized Planning". (1990) Teaching Exceptional Children, 23(1), 51-53.

Author: E.E. Getzel

This article discusses the importance of early transition planning for children in special programs. Model programs are identified, barriers are mentioned and a transition timeline is proposed. Ideas are listed for developing and expanding vocational outcomes for secondary special education students. The article focuses on program planning, facilitating the actual transition and possible resources outside of the school to assist students in meeting their vocational goals.

Journey to Success: Discovering Vocational Opportunities for Idahoans with Developmental Disabilities. (October 1991) Boise, ID: Idaho Council on Developmental Disabilities.

Author: R. Spearman

Copies from: Idaho Council on Developmental Disabilities
280 North 8th Street, Ste. 208
Boise, ID 83720-6000
(208) 334-2178
(208) 334-2179 TDD

Journey to Success was developed to respond to the concerns of parents, who ask "Now that my son or daughter has had the benefit of an appropriate education, what can we do to assist his or her transition into adult life?" The publication serves as a "reference for individuals with disabilities and their families about vocational choices in transitioning from school to employment". Families need practical information on how to transition from school (single service agency) to adult service agencies each having their own eligibility criteria. Although this handbook is written specifically for families in Idaho, there is general information which can be applied by families in other states.

"Parent Involvement in Transition Programs". (1991) Mental Retardation, 29(2), 93-101.

Authors: J. McNair
F.R. Rusch

This article gives the results of a parent survey on levels and types of parental involvement in transition and parental preferences on outcomes for their sons and daughters with disabilities. Results indicated that a significant number of parents were unaware of any transition program for their offspring, although all parents who responded desired involvement of some kind. In addition, parents noted as positive outcomes for their sons and daughters: community employment; earning minimum wage or greater; and not living at parental home upon graduation from school.

"Parent Perceptions of Their Adult Offspring with Disabilities". (1991) Teaching Exceptional Children, 23(2), 6-10.

Authors: K.A. Haring
D.L. Lovett
D. Saren

This article presents the findings of a survey of parents who have adult sons or daughters with disabilities. The survey examines parent perceptions of their son or daughter's experiences following high school. The authors discuss family involvement in their son or daughter's present life, feelings about independence, transportation, employment, benefits and residence.

Parent Primer: Secondary Programs for Students with Severe Disabilities. (1988) Eugene, OR: University of Oregon. Eugene, OR: Parents Graduation Alliance Specialized Training Programs.

Authors: R. Slovic
P. Ferguson
B. Lynch
B. Wilcox

Copies from: Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

This manual was prepared to address the needs of students in high school with severe disabilities and the importance of parental involvement in the IEP (Individual Education Plan) process. The primer features a list of quality indicators assessing high school programs and ways of monitoring and advocating for transition services. Some of the key features emphasized as quality indicators include: integration; futures orientation; and age appropriateness.

Parents and Community Together (PACT). (1983) San Francisco, CA: San Francisco State University.

Author: A. Tiedemann Halvorsen
Editor: J. Margold

Copies from: ERIC/OSEP Special Projects
Council for Exceptional Children
1920 Association Drive
Reston, VA 22001-1589
(703) 264-9494
Document #ED242183

This document is intended for use by parents of students with severe disabilities. The manual is centered on ways parents can work to mobilize community support groups. Areas analyzed include: formation of the parent support group; role of the parent facilitator; ways to acquire and interpret needs; assessment data; information sharing and support; and the group's role as trainers and leaders in their communities.

"Parent's Role in Transition for Handicapped Youth". ERIC Digest, (62).

Copies from: The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655
1-800-848-4815

This brief discusses the role parents can play in their son or daughter's transition from school to work. The overview concentrates on areas of career exploration, job search and survival, independent living skills and collaboration with educators and other service providers.

Parent/Student Guide to Transition. Peoria, IL: Peoria Educational Region for Employment and Career Training (P.E.R.F.E.C.T.) Task Force.

Author: Peoria Educational Region for
Employment and Career Training
(P.E.R.F.E.C.T.)

For further information contact:

Don Castelli
Special Populations Coordinator
2000 Pioneer Parkway, Ste. 3
Peoria, IL 61615
(309) 693-7373

A brief 15-page, easy to read reference guide to help familiarize parents and students with vocational, academic, financial, transportation and leisure/recreational services available in the Peoria County (IL) area. The guide contains a listing of questions that parents and or students might ask agencies when seeking services. Although the services and agencies listed are specific to a particular region, this is an excellent handbook for projects to explore if they are in the process of designing a parent handbook on transition and adult services.

Parent/Student Guide to Transition from Special Education to Community Life. (1990) Work Group of Kansas Transition/Supported Employment Advisory Council.

Contact: Tom Rose
Families Together
1023 SW Gage Blvd.
Topeka, KS 66604
(913) 273-6343

This guide is designed to assist families in establishing realistic goals and prepare for the transition of their son and daughter with disabilities from high school to adult life. The booklet offers an IEP (Individualized Education Plan) checklist and a step by step transition planning process with ways to prepare students for the transition to the world of work and living in the community.

"Parent Tips for Transition Planning". (November 1991). Transition Link, 2(3). Minneapolis, MN: PACER Center.

Author: T. Matuszak

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice/TDD

This article gives helpful hints and suggestions to parents in preparing and planning for their son or daughter's transition. Particular emphasis is placed on preparing for the IEP (Individualized Education Plan) meeting. Other features in this issue discuss planning for health care in the community, increasing recreational opportunities and the challenges of home ownership for two young women with disabilities. All issues of Transition Link explore various areas of transition.

Planning for Effective Transition: Resource Materials to Guide Parents of Children with Disabilities in Planning for Transition to Adult Life. (January 1990) Bloomington, IN: Parents Alliance for Transition (PAT): South Bend, IN: IN*SOURCE.

For information contact:

The Indiana Resource Center for Families with Special Needs (IN*Source)
833 Northside Boulevard, Building #1 Rear
South Bend, IN 46617-2993
(219) 234-7101

Parents' Alliance for Transition (PAT)
Institute for the Study of Developmental Disabilities
Indiana University
2853 East 60th Street
Bloomington, IN 47405
(812) 855-6508

An informational packet designed for parents and professionals needing an overview of transition. Some of the information includes: parent/family roles and responsibilities; school/professional responsibilities and roles; and how parents and schools need to be involved with adult agencies. Although there is information specific to the Indiana service system, the sections on guidelines for school integration, IEP (Individualized Education Plan) development during high school years, guidelines for living in the community, ideas on future planning, and guidelines for employment during high school can be adapted for other communities.

"School to Work: Elements of Successful Programs". (1990) Teaching Exceptional Children, 23(1), 40-43.

Author: P. Wehman

"School to Work: Elements of Successful Programs" looks at best practices in high school special education classes. The article takes a close look at key elements such as: community based instruction and job placement; direct parental involvement in planning; and interagency collaboration which must be present in the transition process if young adults with disabilities are to be successful in their post-secondary placements.

"Stories Keep the Vision Alive". (Winter 1991-1992) SEPT/TA MEMO, 4(1). Minneapolis, MN: PACER Center.

Copies from: SEPT/TA Project/PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)

This issue tells the stories of one young woman and three young men from Connecticut, Colorado, Montana and Minnesota who have experienced transition and/or supported employment. Their stories tell about the strategies, steps, energies and successes that have occurred in their lives and the visions they and their families have kept alive.

"Transition from School to Work: A Parent's Perspective". (1988) Career Development for Exceptional Individuals, 11(1), 51-56.

Author: S. Davis

This article, written by a parent/professional, discusses the transition process used by ARC's National Employment and Training Program. A 21 year old high school student and his family took advantage of vocational assessment and training services in the community.

Transition Planning: Creating Positive Futures for Students with Disabilities: A manual for students, parents, educators and adult service providers. (1990) Fort Collins, CO: Colorado State University.

Authors: P. Sample
K. Spencer
G. Bean

Copies from: Colorado State University
Department of Occupational Therapy
Fort Collins, CO 80523
(303) 491-5930

This manual serves as a guide to transition planning for parents, students, teachers, advocates and school administrators. The transition planning process described in this manual revolves around several questions including: what are the dreams for the student; what is the student able to do now; what does the student need to attain the dream; what will the student do this year; and how, who, what, when and where. References include possible topics for discussion and transition planning formats.

RESOURCES ON TRANSITION PLANNING

A Guide to Supported Employment and Transition Resources. (September 1990) Hartford, CT: A.J. Pappanikou Center.

Authors: D.A. Presbie
J. Russo

Copies from: The A.J. Papanikou Center
991 Main Street, Suite A
East Hartford, CT 06108
(203) 282-7050

The majority of the information in this guide focuses on effective transition from school to work with an emphasis on supported employment. The guide is intended to assist parents, consumers, educators, and service providers in Connecticut in making informed decisions and choices regarding the development and selection of state of the art programs and services.

"A Local Team Approach". (1990) Teaching Exceptional Children, 23(1), 44-46.

Author: J.M. Everson

This article stresses that successful transition planning involves full and responsible commitment from key members in education and adult service agencies for the identification and solution of problems. Some of the resources and creative strategies listed include suggestions from parents, students, special education, vocational rehabilitation and vocational education. Three barriers including lack of transportation, lack of funding, and lack of parent participation are addressed. Planned activities to help achieve successful outcomes to overcome these barriers are reported.

A Reference Manual for Parent Training About Supported Employment. (1990) Minneapolis, MN: PACER Center.

Authors: S.D. Jamison
C. Shapland
P.F. Goldberg
M. Goldberg

Copies from: SEPT/TA Project
c/o PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)

A Reference Manual for Parent Training About Supported Employment is an annotated bibliography of journal articles, manuscripts, books and audiovisual materials. A listing of some of the parent training and information centers which have developed workshops and resources about supported employment is included.

A Road Map to Transition: A guide to help high school students with developmental disabilities and their families plan and prepare for adult life. (1992) Minneapolis, MN: The Employment Committee for ARC of Hennepin County.

Copies from: The Employment Committee
for ARC of Hennepin County
Diamond Hill Center, Suite 140
4301 Highway 7
Minneapolis, MN 55416-5810
(612) 920-0855

A Road Map to Transition is to be used by high school students who have disabilities and their families to find ways to develop a unique and rewarding lifestyle. The guide gives basic information in many areas such as: what you can expect from your public schools; ideas on adult residential and vocational opportunities; and a resource directory of services (specific to Hennepin County in Minnesota).

After School...Then What? (1986) Syracuse, NY: Center on Human Policy. Boston, MA: Federation for Children with Special Needs.

Author: S. Lehr

Copies from: Technical Assistance for Parent Programs (TAPP)
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915

This manual, prepared for the Technical Assistance for Parent Programs (TAPP) Project offers parents and young adults with disabilities information and support as plans are made for transition into the adult world. The manual looks at the issues involved in transition, roles of parents, and some of the challenges and the successes. The appendix covers information on the various acts and amendments affecting vocational rehabilitation, vocational education, and the Supplemental Security Income (SSI). Material in the appendix, particularly the laws, should be read with caution since changes have occurred since 1985. Parent organizations are granted permission to reproduce this publication in whole or in part. Please give full credit.

"An Outcome-Oriented Vocational Process". (1990) Teaching Exceptional Children, 23(1), 47-50.

Authors: M.S. Moon
T. Diambra
M. Hill

This article discusses the three common attributes needed for successful transition: functional school curriculum with community based instruction, concrete outcomes such as job placement and the necessity for a formal written plan with goals, objectives, timelines and designated agencies and persons involved. A description is given on how one school system accomplished the task of establishing a secondary program emphasizing successful vocational transitions.

Begin the Between: Planning for the transition from high school to adult life. (1992) Minneapolis, MN: PACER Center, Inc.

Authors: T. Matuszak
P. Langel
J. Elks
P.F. Goldberg
M. Goldberg

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)

This manual reviews basic issues essential to a successful transition from high school to adult and community living for students with disabilities. It provides information on transition issues, strategies for planning and an introduction to the adult service system. In workbook format, this manual guides students with disabilities and their families in developing a comprehensive transition plan based on their exploration of the student's skills, interests and future goals.

"Building Bridges: Transition From School to Work for Youth Who Are Disabled". (1987) Journal of Applied Rehabilitation Counseling, 18(2), 15-20.

Authors: S. Johnson
B.J. Atkins

The purpose of this article is to describe the components necessary for successful employment outcomes for persons with disabilities. The role and responsibilities of special education and vocational rehabilitation are enumerated. Parent and employer involvement are discussed.

Connecting School and Work: Preparing Students with Severe Handicaps for Supported Employment. (July 1989) Bismark, ND: The Supported Employment Program, North Dakota Department of Human Services.

Authors: J. Van Walleghem
D. Waliser

Copies from: The Supported Employment Program
North Dakota Department of Human Services/State Capitol
Bismarck, ND 58505

This guide was written for teachers and discusses the strategies and approaches that promise greater success for students in the work domain. Other areas covered include: ideas and practices in supported employment; development of long term transition goals and planning; and curriculum development that has proved successful in transforming transition goals into appropriate day to day instructions.

"Development and Field Test of a Transition Planning Procedure: 1985-1988". (1990) Career Development for Exceptional Individuals, 13(1), 45-55.

Authors: R.J. Miller
M. LaFollette
K. Green

The purpose of this study was to develop a referral planning procedure which can be used to increase opportunities for students in secondary (high school) special education classes. It was designed to stress appropriate community services after graduation.

Disability and the Family: A Guide to Decisions for Adulthood. (1989) Baltimore, MD: Paul H. Brookes Publishing Company.

Authors: H.R. Turnbull
A.P. Turnbull
G.J. Bronicki
J.A. Summers
C.R. Gordon

Copies from: Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

A comprehensive text in planning the future. The goal of the planning as stated by the authors, should be a high quality life that provides opportunities to live, work and play in the community and to have meaningful personal relationships.

"Entering Post-secondary Programs: Early Individualized Planning". (1990) Teaching Exceptional Children, 23(1), 51-53.

Author: E.E. Getzel

This article discusses the importance of early transition planning for children in special programs. Model programs are identified, barriers are mentioned and a transition timeline is proposed. Ideas are listed for developing and expanding vocational outcomes for secondary special education students. The article focuses on program planning, facilitating the actual transition and possible resources outside of the school to assist students in meeting their vocational goals.

Get It In Writing: Individual Transition Plan Development. (July 1991) Bloomington, IN: Community Integration Resource Group.

Copies from: IN*Source
833 Northside Blvd./Building #1, Rear
South Bend, IN 46617
(219) 234-7101
1-800-332-4433 (IN only, TDD)

This publication discusses individual transition plans (ITP's); why develop and plan; how the meeting is conducted; who are the participants; and lists best practices to facilitate successful transition planning. A sample ITP is included.

Helping Persons with Severe Mental Retardation Get and Keep Employment: Supported Employment Issues and Strategies. (1990) Baltimore, MD: Paul H. Brookes Publishing Company.

Authors: M.S. Moon
K.J. Inge
P. Wehman
V. Brooke
J.M. Barcus

Copies from: Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

This book provides information for helping people with the most severe disabilities maintain jobs in integrated work settings. The book examines a variety of issues including: job placement for students in transition, access and performance outcomes.

"Individual Transition Plans (ITP): A National Perspective". (1990) Career Development for Exceptional Individuals, 13(2), 109-119.

Authors: J.B. Repetto
W.J. White
D.T. Snauwaert

This article looks at the implementation plans of 46 states or territories regarding individual transition plans. Comparisons are illustrated across locales with regard to their individual practices on transition.

"Integrating Qualified Workers with Disabilities Into the Work Force". (Spring 1991) American Rehabilitation, 2-3 & 4.

Author: N. Carney

This article stresses the importance of the working relationship between private industry and the State/Federal Vocational Rehabilitation Program. Ms. Carney addresses five issues: workers; workplaces; diversity; challenge; and excellence.

Journey to Success: Discovering Vocational Opportunities for Idahoans with Developmental Disabilities. (October 1991) Boise, ID: Idaho Council on Developmental Disabilities.

Author: R. Spearman

Copies from: Idaho Council on Developmental Disabilities
280 North 8th Street, Ste. 208
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Journey to Success was written to respond to the concerns of parents, who ask "Now that my son or daughter has had the benefit of an appropriate education, what can we do to assist his or her transition into adult life." The publication serves as a "reference for individuals with disabilities and their families about vocational choices in transitioning from school to employment". Families need practical information on how to transition from school (single service agency) to adult service agencies each having their own eligibility criteria. Although this handbook is written specifically for families in Idaho, there is general information which can be useful to families in other states.

Keys to Transition: The California Model. (1991) Sacramento, CA: Resources in Special Education.

Author: P. Kearly

Copies from: Resources in Special Education
650 Howe Ave., Ste. 300
Sacramento, CA 95825
(916) 641-5925

This publication was developed to address transition issues as they exist in California. Throughout the text there are tools which can be utilized by parent leaders, service providers, advocates and other professionals to assess community awareness regarding transition (a community readiness checklist and follow-up surveys) and a sample Individual Transition Plan (ITP) form.

"Life After High School: Great Expectations and Best Practices". (1991 Teleworkshop)

Facilitators: H.R. Turnbull
A.P. Turnbull

To order: Beach Center on Families and Disability
University of Kansas
3136 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

A three session teleworkshop with accompanying handbook and resources from the University of Kansas. This workshop is geared for families, educators and administrators. Sessions include: Great Expectations for Adolescents and Young Adults with Severe Disabilities; best practices in high school programs for achieving great expectations; best practices in supported employment.

My Life Planner. Salt Lake City, UT: New Hats, Inc.

Authors: E. Curtis
M. Dezelsky

Copies from: New Hats, Inc.
Independence Network
P.O. Box 57567
Salt Lake City, UT 84157

My Life Planner is designed for use by certified facilitators who have completed New Hats Training Workshops on informal supports. My Life Planner looks at areas for the person with disabilities such as: organizing their lives; people, places and fun; dreams and plans; living on their own; jobs and career; and solving problems and making decisions.

"Options After High School for Youth with Disabilities". (September 1991) Transition Summary, (7). Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY) and HEATH Resource Center.

Copies from: National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
1-800-999-5599
(703) 893-8614

The focus of this issue is to assist youth with disabilities and their families "identify, pursue, and obtain post-secondary training and employment". The article covers a variety of topics such as: employment options; self determination and self-advocacy skills to develop from childhood through transition to adulthood; adult service systems; work incentives; and organizations which the reader can contact for additional information.

Parent Primer: Secondary Programs for Students with Severe Disabilities. (1988) Eugene, OR: University of Oregon. Eugene, OR: Parents Graduation Alliance Specialized Training Programs.

Authors: R. Slovic
P. Ferguson
B. Lynch
B. Wilcox

Copies from: Specialized Training Program
135 College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

This manual was prepared to address the needs of students in high school with severe disabilities and the importance of parental involvement in the IEP (Individual Education Plan) process. The primer features a list of quality indicators assessing high school programs and ways of monitoring and advocating for transition services. Some of the key features emphasized as quality indicators include: integration; futures orientation; and age appropriateness.

Parent/Student Guide to Transition. Peoria, IL: Peoria Educational Region for Employment and Career Training (P.E.R.F.E.C.T.) Task Force.

Author: Peoria Educational Region for Employment and Career Training (P.E.R.F.E.C.T.)

For further information contact:

Don Castelli
Special Populations Coordinator
2000 Pioneer Parkway, Ste. 3
Peoria, IL 61615
(309) 693-7373

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Parent/Student Guide to Transition from Special Education to Community Life. (1990) Work Group of Kansas Transition/Supported Employment Advisory Council.

Contact: Tom Rose
Families Together
1023 SW Gage Blvd.
Topeka, KS 66604
(913) 273-6343

This guide is designed to assist families in establishing realistic goals and prepare for the transition of their son and daughter with disabilities from high school to adult life. The booklet offers an IEP (Individualized Education Plan) checklist and a step by step transition planning process with ways to prepare students for the transition to the world of work and living in the community.

"Parent Tips for Transition Planning". (November 1991). Transition Link, 2(3). Minneapolis, MN: PACER Center.

Author: T. Matuszak

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice/TDD

This article gives helpful hints and suggestions to parents in preparing and planning for their son or daughter's transition. Particular emphasis is placed on preparing for the IEP (Individualized Education Plan) meeting. Other features in this issue discuss planning for health care in the community, increasing recreation opportunities and the challenges of home ownership for two young women with disabilities. All issues of Transition Link explore various areas of transition.

Planning for Effective Transition: Resource Materials to Guide Parents of Children with Disabilities in Planning for Transition to Adult Life. (January 1990) Bloomington, IN: Parents Alliance for Transition (PAT): South Bend, IN: IN*SOURCE.

For information contact:

The Indiana Resource Center for Families with Special Needs (IN*Source)
833 Northside Boulevard, Building #1 Rear
South Bend, IN 46617-2993
(219) 234-7101

Parents' Alliance for Transition (PAT)
Institute for the Study of Developmental Disabilities
Indiana University
2853 East 60th Street
Bloomington, IN 47405
(812) 855-6508

An informational packet designed for parents and professionals needing an overview of transition. Some of the information includes: parent/family roles and responsibilities; school/professional responsibilities and roles; and how parents and schools need to be involved with adult agencies. Although there is information specific to the Indiana service system, the sections on guidelines for school integration, IEP (Individualized Education Plan) development during high school years, guidelines for living in the community, ideas on future planning, and guidelines for employment during high school can be adapted for other communities.

"Postsecondary Experiences of Young Adults with Severe Physical Disabilities". (September 1990) Exceptional Children, 56-63.

Authors: D. Liebert
L. Lutsky
A. Gottlieb

This study's purpose was to look at the postsecondary experiences of young adults with severe physical disabilities. It examines outcomes in the educational, employment and community adjustment areas. Some of the major findings of the study were: (1) young adults should continue to develop personal and family networks; (2) young adults should continue their education and use vocational rehabilitation agencies; and (3) access to transportation is a key element in achieving employment and independence.

"School to Work: Elements of Successful Programs". (1990) Teaching Exceptional Children, 23(1), 40-43.

Author: P. Wehman

"School to Work: Elements of Successful Programs" looks at best practices in high school special education classes. The article takes a close look at key elements such as: community based instruction and job placement; direct parental involvement in planning; and interagency collaboration which must be present in the transition process if young adults with disabilities are to be successful in their post-secondary placements.

"School-To-Work Transition of Students with Blindness or Visual Impairment". (1992) Journal of Vocational Rehabilitation, 2(1).

Authors: L.A. Sisson
T. J. Babeo

This article looks at some of the barriers to employment for persons with visual impairments. The authors present ideas for facilitating successful transition from school to work including: an emphasis on functional vocational skills training at an early age; increased parental involvement; and increased supported employment options.

"Self-advocacy for Transition: Indications of Student Leadership Potential Today". (1988-89) American Rehabilitation, 14(4), 16-24.

Author: M. Gould
N. McTaggart

This article describes the need and the role for student involvement in their own transition planning and programming. The accomplishments of one group of students and activities involved in self-advocacy training areas are explored. Recommendations for future areas of self-advocacy training are discussed.

"Social Interactions of Secondary-Aged Students with Severe Handicaps: Implications for Facilitating the Transition from School to Work". (1990) JASH, 15(2), 69-78.

Author: J. Chadsey-Rusch

Social interactions of students with severe disabilities were examined. Students were observed when arriving at school, during lunch and engaged in vocational training. Based on findings stated in the report, the authors list several recommendations which could facilitate transition from school to work. Two recommendations include: (1) increasing interactions with students and co-workers who do not have disabilities; and (2) enhancing parental expectations about future employment and friendship possibilities.

"Stories Keep the Vision Alive". (Winter 1991-1992) SEPT/TA MEMO, 4(1). Minneapolis, MN: PACER Center.

Copies from: SEPT/TA Project
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)

This issue of the SEPT/TA MEMO tells the stories of one young woman and three young men from Connecticut, Colorado, Montana and Minnesota who have experienced transition and/or supported employment. Their stories tell about the strategies, steps, energies and successes that have occurred in their lives and the visions they and their families have kept alive.

"Supported Education for Young Adults with Psychiatric Disabilities". (February 1990) Community Support Network News, 6(3).

Author: K. V. Unger

Copies from: Center for Psychiatric Rehabilitation
Boston University
Sargent College of Allied Health Professionals
730 Commonwealth Avenue
Boston, MA 02215
(Phone orders not accepted)

The author discusses supported education as an appropriate means by which to serve young adults with psychiatric disabilities. Supported education provides an opportunity for youth to participate more fully in the educational arena in their communities. Components of supported education models are discussed.

"The Many "Faces" of Vocational Integration". (Summer 1990) RRTC Newsletter. Richmond, VA: Virginia Commonwealth University Rehabilitation Research and Training Center.

Copies from: RRTC Newsletter
Virginia Commonwealth University
Rehabilitation Research and Training Center (VCU-RRTC)
Box 2011
Richmond, VA 23284-2011

This issue of the RRTC newsletter looks at the various aspects of vocational integration and its measurement. The purpose of this article is to assist supported employment professionals and families understand how to recognize quality integration experiences and opportunities at the workplace.

"Tools for Transition: Preparing Students with Learning Disabilities for Post Secondary Education". (50 minutes).

Copies from: American Guidance Service
4201 Woodland Road
P.O. Box 99
Circle Pines, MN 55014
1-800-328-2560

Rental/loan: Special Education Resource Center
(203) 632-1485

This video is designed for high school juniors and seniors with learning disabilities, and focuses on learning styles, study skills, learning accommodations, self advocacy, career exploration, interpersonal relationships, and choosing and applying to postsecondary schools. Accompanying the videotape is a teacher's guide, student handbook, script booklet and 48 blackline masters.

"Transition from School to Work: A Parent's Perspective". (1988) Career Development for Exceptional Individuals, 11(1), 51-56.

Author: S. Davis

This article, written by a parent/professional, discusses the transition process used by ARC's National Employment and Training Program. A 21 year old high school student and his family took advantage of vocational assessment and training services in the community.

"Transition Services in the IEP". Transition Summary, (in press). (1992) Washington, DC: National Information Center for Children and Youth with Disabilities.

Authors: D. Wandry
J. Repetto

Copies from: National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
1-800-999-5599
(703) 893-8614 (TDD)

This article describes the definitions, mandates and structure of transition services. The specific areas addressed include: the definition of transition services contained within IDEA (Individuals with Disabilities Act); an historical perspective on transition services including research and legislation; an overview of the IEP (Individualized Education Plan) process; and recommended transition components to include in the IEP. Useful resources for parents and professionals are listed at the end of this Transition Summary.

Transition From School to Work: New Challenges for Youth with Severe Disabilities. (1988) Baltimore, MD: Paul H. Brookes Publishing Company.

Authors: P. Wehman
M. Sherril Moon
W. Wood
J.M. Everson
J. Michael Barcus

Copies from: Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285-0624
1-800-638-3775

This text discusses and describes the transition process emphasizing the importance of interagency collaboration and cooperation. Highlights include: a chapter on professional and parent roles and responsibilities in transition; guidelines for parental involvement in vocational training; and a review of the factors influencing transition.

"Transition From School to Work: Strategies for Young Adults with Disabilities". (1989) Interchange, 9(3).

Authors: F. R. Rusch
L. DeStefano

This article discusses ten strategies that model programs appear to be using to influence successful transition of youth and young adults with disabilities. The strategies listed are geared to successful transitions from school to work.

"Transition in the United States: What's Happening". (December 1991) Information From HEATH, 10(3).

Copies from: HEATH Resource Center
One Dupont Circle
Suite 800
Washington, DC 20036-1193
(202) 939-9320
1-800-544-3284 (Voice/TDD)

This article reviews what some states, namely Maine, Minnesota, North Carolina, Virginia and Washington are doing to prepare students with disabilities for further education and/or employment. Programs and new resources in the area of transition are also highlighted.

Transition Planning: Creating Positive Futures for Students with Disabilities: A manual for students, parents, educators and adult service providers. (1990) Fort Collins, CO: Colorado State University.

Authors: P. Sample
K. Spencer
G. Bean

Copies from: Colorado State University Department of Occupational Therapy
Colorado State University
Fort Collins, CO 80523
(303) 491-5930

This manual serves as a guide to transition planning for parents, students, teachers, advocates and school administrators. The transition planning process described in this manual revolves around several questions including: what are the dreams for the student; what is the student able to do now; what does the student need to attain the dream; what will the student do this year; and how, who, what, when and where. References include possible topics for discussion and transition planning formats.

Transition to Adult Life for People with Mental Retardation: Principles and Practices. (1988) Baltimore, MD: Paul H. Brookes Publishing Company.

Authors: B. Ludlow
A.P. Turnbull
R. Luckasson

Copies from: Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

This book offers a comprehensive perspective on current service systems and concepts of transition. Information includes identifying programming goals for independent living and for productive employment.

"Transition Services for Young Adults with Severe Disabilities: Defining Professional and Parental Roles and Responsibilities". (1987) JASH, 12(2), 87-95.

Authors: J.M. Everson
M.S. Moon

This article discusses some of the roles and responsibilities which can be assumed by parents and professionals for successful transition of students with disabilities. Strategies are listed for developing their roles in interagency and transdisciplinary teams.

"Transition Services in the IEP". Transition Summary, (in press). (1992) Washington, DC: National Information Center for Children and Youth with Disabilities.

Authors: D. Wandry
J. Repetto

Copies from: National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
1-800-999-5599
(703) 893-8614 (TDD)

This article reviews the definitions, mandates and structure of transition services. The specific areas addressed include: the definition of transition services contained within IDEA (Individuals with Disabilities Act); an historical perspective on transition services including research and legislation; an overview of the IEP (Individualized Education Plan) process; and recommended transition components to include in the IEP. Useful resources for parents and professionals are listed at the end of this Transition Summary.

Utah Special Educator, 12(2). (December 1991)

Copies from: Utah Learning Resource Center
2290 East 4500 South, Suite 220
Salt Lake City, UT 84117
(801) 272-3421

This specific issue of the newsletter is devoted to the topic of transition and the (IDEA) Individuals with Disabilities Act. Of particular interest is an article entitled, "New IDEA Mandates - Old Idea" by K. Kemp. Ms. Kemp offers examples of transition goals and objectives in the areas of vocational preparation, job training, personal management, interpersonal and social skills, leisure and recreation, and community access which may be useful to parents and educators as they begin to operationalize the mandate for transition services.

"Vocational Assessment: A Guide for Parents and Professionals". (December 1990) Transition Summary, (6).

Copies from: National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
1-800-999-5599
(703) 893-8614

This issue of Transition Summary focuses on and describes the importance of vocational assessment in the educational process. Vocational assessment is defined and its purposes and basic components are described. Some suggestions are given on the specific roles parents can play in the vocational assessment process. Additional references and organizations are listed for further information.

"Working: Stories of Supported Employment. (1991) (18 minutes) (video)

Copies from: Texas Planning Council for Development Disabilities
4900 North LaMar Building
Austin, TX 78751-2316
(512) 483-4080

This closed captioned video presents four individuals who are successfully employed in the community. Consumers, parents, employers and job coaches talk about the individual contributions made by the workers at their job sites and overall benefits to their communities. This video can be used to promote integrated employment and increase the public awareness of the capabilities of individuals with developmental disabilities.

RESOURCES ON SUPPORTED EMPLOYMENT

"A Comparison of Successful and Unsuccessful Placements of Youth with Mental Handicaps Into Competitive Employment". (1990) Exceptionality, 1, 181-195.

Authors: L.W. Heal
P. Gonzalez
F.R. Rusch
J.I. Copher
L. De Stefano

This study examines and compares 54 matched pairs of young adults with mental retardation and high school students. The results of the study show successful placements for students with disabilities in a variety of work communities and job positions. Several key elements were attributed to success including: home/family supports; follow-up support by the placement agency coupled with the employment specialist's creativity and persistence; employer's support and incentives gained by the employer; and the social abilities of the worker.

A Guide to Supported Employment and Transition Resources. (September 1990) Hartford, CT: A.J. Pappanikou Center.

Authors: D.A. Presbie
J. Russo

Copies from: The A.J. Pappanikou Center
991 Main Street, Suite A
East Hartford, CT 06108
(203) 282-7050

The majority of the information in this guide focuses on effective transition from school to work with an emphasis on supported employment. The guide is intended to assist parents, consumers, educators, and service providers in Connecticut in making informal decisions and choices regarding the development and selection of state of the art programs and services.

A Reference Manual for Parent Training About Supported Employment. (1990) Minneapolis, MN: PACER Center.

Authors: S.D. Jamison
C. Shapland
P.F. Goldberg
M. Goldberg

Copies from: SEPT/TA Project
c/o PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)

A Reference Manual for Parent Training About Supported Employment is an annotated bibliography of journal articles, manuscripts, books and audiovisual materials. A listing of some of the parent training and information centers which have developed workshops and resources about supported employment is included.

"Benefits and Incentives for Students Entering Supported Employment". (Spring 1992) Teaching Exceptional Children, 24(3).

Authors: T.H. Powell
S.C. Moore

The authors provide parents and teachers with an overview of the common benefits and work incentives as they affect supported employment placements for students with severe disabilities. According to Powell and Moore, payments for support to maintain a person in community-based supported employment can come from a variety of agencies including state programs such as the Department of Mental Retardation, Mental Health, Developmental Disabilities, or Vocational Rehabilitation. The article also covers information on the Job Training Partnership Act (JTPA), Social Security Programs and incentives for employers.

Community Resources: A Guide for Obtaining Employment for Young Adults with Disabilities in Connecticut. (October 1991) Hartford, CT: A.J. Pappanikou Center and Connecticut Department of Human Resources.

For information contact:

The A.J. Pappanikou Center
991 Main Street, Suite A
East Hartford, CT 06108
(203) 282-7050

This guide is intended to help identify potential job opportunities within your local community and people who might be helpful "allies" in the process.

Connecting School and Work: Preparing Students with Severe Handicaps for Supported Employment. (July 1989) Bismark, ND: The Supported Employment Program, North Dakota Department of Human Services.

Authors: J. Van Walleghem
D. Waliser

Copies from: The Supported Employment Program
North Dakota Department of Human Services/State Capitol
Bismarck, ND 58505

This guide was written for teachers and discusses the strategies and approaches that promise greater success for students in the work domain. Other areas covered include: ideas and practices in supported employment; development of long term transition goals and planning; and curriculum development that has proved successful in transforming transition goals into appropriate day to day instructions.

Creating Diversity: Organizing and Sustaining Workplaces That Support Employees with Disabilities. (1990) Sitka, AK: Center for Community, Inc.

Authors: B. Anderson
M. Andrews

Copies from: Center for Community, Inc.
P.O. Box 6069
Sitka, Alaska 99835
(907) 747-6960

This booklet tells about workplaces and the people in them. The reader gets a glimpse of where and how a number of people envision people with disabilities in workplaces. It contains some practical ideas and practices that have been used to solve problems and to create new and diverse work environments in communities.

Creating Employment Opportunities for Iowans with Developmental Disabilities and Mental Illness. (April 1992) Des Moines: Iowa Protection and Advocacy Service, Inc.

Copies from: Iowa Protection and Advocacy
Services, Inc.
3015 Merle Hay Road, Suite 6
Des Moines, IA 50310
(515) 278-2502
(515) 278-0571 (TDD)

This manual is designed to provide readers with information which will assist them in formulating their vision of supported employment and understanding what supported employment seeks to accomplish. Helpful ideas and resources are included which can be used in advocating and achieving creative employment options for individuals with mental illness and developmental disabilities.

"Expanding the Role of Employers in Supported Employment". (1991) JASH, 16(4), 213-217.

Authors: L. Rhodes
D. Sandow
D. Mank
J. Buckley
J. Albin

This paper examines the ways in which employer roles can be expanded in providing support to employees with severe disabilities. The authors offer several examples of how to increase an employer's capacity to hire and support employees with disabilities

Helping Persons with Severe Mental Retardation Get and Keep Employment: Supported Employment Issues and Strategies. (1990) Baltimore, MD: Paul H. Brookes Publishing Company.

Authors: M.S. Moon
K.J. Inge
P. Wehman
V. Brooke
J.M. Barcus

Copies from: Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

This book provides information for helping people with the most severe disabilities maintain jobs in integrated work settings. The book examines a variety of issues including: job placement for students in transition, access and performance outcomes.

"Integrated Employment for People with Severe Physical Disabilities: Case Studies and Support Issues". (Autumn 1989) American Rehabilitation, 16-23.

Authors: A. Cooper
D. Mark

The authors look at competitive and supported employment for five persons with severe physical disabilities. The article examines and discusses support issues on both an individual level and program level and lists effective support strategies.

"Life After High School: Great Expectations and Best Practices". (1991 Teleworkshop)

Facilitators: H.R. Turnbull
A.P. Turnbull

To order: Beach Center on Families and Disability
Bureau of Child Research
3136 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

A three session teleworkshop with accompanying handbook and resources from the University of Kansas. This workshop is geared for families, educators and administrators. Sessions include: Great Expectations for Adolescents and Young Adults with Severe Disabilities; Best Practices in High School Programs for Achieving Great Expectations; Best Practices in Supported Employment.

"Now is the Time". (video)

Copies from: TASH
7010 Roosevelt Way NE
Seattle, WA 98115
(206) 523-8446
(206) 524-6198 (TDD)

A motivational video demonstrating employment options for people with dual sensory impairments. This video specifically addresses the concerns of employers. Five different workers with dual sensory impairments are presented at their work sites. The perspectives of both employees and co-workers are presented.

"Personal Networks and Creative Supports: Promoting Employment Opportunities to People with Severe Physical and Cognitive Disabilities". (December 1991) The Institute Brief.

Copies from: Institute Brief
c/o Training and Research Institute for People with Disabilities
Children's Hospital
300 Longwood Avenue, Gardner 6
Boston, MA 02115
(617) 735-6506

This issue of the Institute Brief discusses supported employment and interviews a woman who is employed at Massachusetts Institute of Technology through a supported employment program. The article examines four key implementation strategies: career planning; personal networking; job creation; and support strategies.

"Social Interactions of Secondary-Aged Students with Severe Handicaps: Implications for Facilitating the Transition from School to Work". (1990) JASH, 15(2), 69-78.

Author: J. Chadsey-Rusch

Social interactions of students with severe disabilities were examined. Students were observed when arriving at school, during lunch and engaged in vocational training. Based on findings stated in the report, the authors list several recommendations which could facilitate transition from school to work. Two recommendations include: (1) increasing interactions with students and co-workers who do not have disabilities; and (2) enhancing parental expectations about future employment and friendship possibilities.

"Social Security and Supported Employment: Reaching Out to People with Disabilities". (Fall 1990) RRTC Newsletter. Richmond, VA: Virginia Commonwealth University Rehabilitation Research and Training Center.

Copies from: Virginia Commonwealth University
Rehabilitation Research and Training
Center (VCU-RRTC) Box 2011
Richmond, VA 23284-2011

According to the authors, only a small percentage of potential beneficiaries are aware of and are taking advantage of the various benefit reforms available through the Social Security Administration (SSA). Supported employment programs must be assertive in their efforts to reverse this trend and increase the use of work incentives. This article provides information to help raise the levels of awareness and knowledge about the various work incentives offered by SSA. It is intended that this heightened awareness will increase advocacy efforts on the part of consumers, their families and professionals seeking out and reaching persons who may be eligible for services through SSA.

"Stories Keep the Vision Alive". (Winter 1991-1992) SEPT/TA MEMO, 4(1). Minneapolis, MN: PACER Center.

Copies from: SEPT/TA Project
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TDD)

This issue of the SEPT/TA MEMO tells the stories of one young woman and three young men from Connecticut, Colorado, Montana and Minnesota who have experienced transition and/or supported employment. Their stories tell about the strategies, steps, energies and successes that have occurred in their lives and the visions they and their families have kept alive.

Supported Employment: A Step by Step Guide. (1992) Minneapolis, MN: PACER Center.

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966

A handbook for persons with disabilities, their families and advocates that provides an overview of supported employment and how to access it for an individual and a community. The booklet briefly explains the social service system that funds and provides supported employment, examines practices that foster individualization of persons with severe disabilities in supported employment and reviews methods for organizing and advocating for supported employment in a community.

Transition to Adult Life for People with Mental Retardation: Principles and Practices. (1988) Baltimore, MD: Paul H. Brookes Publishing Company.

Authors: B. Ludlow
A.P. Turnbull
R. Luckasson

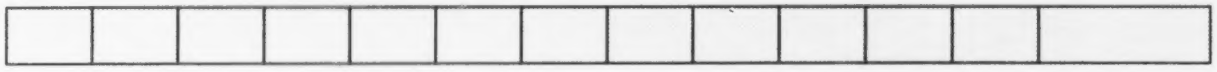
Copies from: Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

This book offers a comprehensive perspective on current service systems and concepts of transition. Information includes identifying programming goals for independent living and for productive employment.

"The JWOD Program and NISH: Making America Strong by Employing People with Severe Disabilities". (Spring 1990) American Rehabilitation, 14-40.

This article describes the Javits-Wagner & O'Day Program (JWOD) and National Industries for the Severely Handicapped (NISH). Both organizations, have created employment opportunities for persons with disabilities. Of particular interest are the facts and statistics on both organization's efforts in the creation of supported employment opportunities.

RESOURCES ON WORK INCENTIVES



"Benefits and Incentives for Students Entering Supported Employment". (Spring 1992) Teaching Exceptional Children, 24(3).

Authors: T.H. Powell
S.C. Moore

The authors provide parents and teachers with an overview of the common benefits and work incentives as they affect supported employment placements for students with severe disabilities. According to Powell and Moore, payments for support to maintain a person in community-based supported employment can come from a variety of agencies including state programs such as the Department of Mental Retardation, Mental Health, Developmental Disabilities, or Vocational Rehabilitation. The article also covers information on the Job Training Partnership Act (JTPA), Social Security Programs and incentives for employers.

"Options After High School for Youth with Disabilities". (September 1991) Transition Summary, (7). Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY) and HEATH Resource Center.

Copies from: National Information Center
for Children and Youth with
Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
1-800-999-5599
(703) 893-8614

The focus of this issue is to assist youth with disabilities and their families "identify, pursue, and obtain post-secondary training and employment". The article covers a variety of topics such as: employment options; self determination and self-advocacy skills to develop from childhood through transition to adulthood; adult service systems; work incentives; and organizations which the reader can contact for additional information.

"Social Security and Supported Employment: Reaching Out to People with Disabilities". (Fall 1990) RRTC Newsletter. Richmond, VA: Virginia Commonwealth University Rehabilitation Research and Training Center.

Copies from: Virginia Commonwealth University
Rehabilitation Research and Training
Center (VCU-RRTC)
Box 2011
Richmond, VA 23284-2011

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"Social Security Benefits and Work Incentives". (October 1990) Parent's Linc. East Lyme, CT: Connecticut Parent Advocacy Center, Inc.

Editor: Jan Hine

Copies from: Connecticut Parent Advocacy
Center, Inc.
5 Church lane
East Lyme, CT 06333
(203) 739-3089

This issue of the Parent's Linc is devoted to Social Security and Work Incentives. The issue contains definitions of various programs such as: SSDI (Social Security Disability Insurance Program); SSI (Social Security Income Program); PASS (Plan For Achieving Self Support); and the eligibility requirements and benefits. A list of other pertinent resources and materials for family and students is included.

"Supplemental Security Income: Benefits and Incentive Provisions to Assist People with Severe Disabilities Toward Economic Self-Sufficiency". (Spring 1991) American Rehabilitation.

Author: W.D. Halloran

This article describes the SSI (Supplementary Security Income) Program criteria used to determine eligibility and the benefits for which recipients are eligible. It is important that parents, educators and rehabilitation personnel become familiar with the major work incentive programs and to understand how their provisions can assist people with severe disabilities achieve higher levels of self-sufficiency. An extremely useful feature in this article is the section on how to use a PASS (Plan to Achieve Self Support) to support job coach expenses.

RESOURCES ON FUTURES PLANNING

A Family Handbook on Future Planning. (1991) Arlington, TX: ARC

Author: R. Berkobien

Copies from: ARC
500 East Border Street, Suite 300
P.O. Box 1047
Arlington, TX 76004
(817) 261-6003

A parent handbook which gives a broad focused planning process to assist families in planning for the future of their family member(s) with mental retardation. The author helps families explore areas of: education; employment; resolving legal issues; making financial arrangements; and securing services and/or forming community supports.

Disability and the Family: A Guide to Decisions for Adulthood. (1989) Baltimore, MD: Paul H. Brookes Publishing Company.

Authors: H.R. Turnbull
A.P. Turnbull
G.J. Bronicki
J.A. Summers
C.R. Gordon

Copies from: Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285
1-800-638-3775

A comprehensive text in planning the future of sons and daughters with disabilities. The goal of the planning as stated by the authors, should be a high quality life that provides opportunities to live, work and play in the community and to have meaningful personal relationships.

It's Never Too Early, It's Never Too Late: A Booklet About Personal Futures Planning. (October 1989) St. Paul, MN: Metropolitan Council.

Authors: B. Mount
K. Swernik

Copies from: Minnesota Bookstore
117 University Avenue
Ford Building, Main Floor
St.Paul, MN 55155
(612) 297-3000

A personal futures planning manual which emphasizes the coordination of services based on input from the individual with disabilities, family members, friends and professionals. A personal profile looking at a person's strengths and capabilities is used to formulate goals and objectives and design services. This manual presents a different way of looking and thinking about services for persons with disabilities.

Maps: A Plan for Including All Children in Schools. (1990) (Reprint May 1991) Topeka, KS: Services for Children and Youth with Deaf-Blindness Project, Kansas State Board of Education.

Copies from: The Services for Children and Youth with Deaf-Blindness Project
Kansas State Board of Education
Kansas State Education Building
120 East 10th Street
Topeka, KA 66612
(913) 296-3201

MAPS (Making Action Plans) or the McGill Action Planning System is a planning process involving the student, parents, friends, regular and special educators and focuses on the gifts, strengths and talents of the person with a disability. This program helps to facilitate planning for the student's integration in the classroom. However, several aspects can be applied to other areas such as living and work options for persons with disabilities.

One Candle Power: Building Bridges Into Community Living With People With Disabilities. (December 1989) Manchester, CT: Northspring Consulting Graphic Futures.

Authors: P. Beeman
G. Ducharme
B. Mount

Copies from: Communities, Inc.
P.O. Box 374
Manchester, CT 06040
(203) 645-6976

A manual which describes the process of supporting personal, community and organizational change for people with disabilities. The process contains six key strategies which include: (1) finding capacities; (2) planning a personal future; (3) building circles of support; (4) building bridges to community life; (5) starting small; and (6) changing systems.

"What's All This Talk About Circles of Support?" (February 1991) Parent's Linc.

Editor: J. Hine

Copies from: Connecticut Parent Advocacy Center, Inc. (CPAC)
5 Church Lane, Box 579
East Lyme, CT 06333
(203) 739-3089

This article talks about the circles of supports concept developed by Judith Snow and Marsha Forest in Canada. The article describes how a circle is developed, who are the members of the circle of support and what happens during a circle meeting as a futures plan for a person with disabilities is developed.

APPENDIX

NEWSLETTERS/JOURNALS
PARENT TRAINING AND INFORMATION CENTERS

NEWSLETTERS/JOURNALS

American Rehabilitation

American Rehabilitation is the official publication of the Rehabilitation Services Administration. It is published four times/year in the winter, spring, summer and fall.

Copies from: Rehabilitation Services
Administration
330 C Street SW
Washington, DC 20202-2531
(202) 205-5482

ERIC

ERIC (Educational Resources Information Center) is a federally funded information system. The ERIC Clearinghouse on Handicapped and Gifted Children disseminates educational information on all disabilities and giftedness across all age levels. Information available from ERIC includes publications such as: books; monographs; reports; digests; briefs; and flyer files. You can either access information from ERIC or submit your publication to ERIC.

Copies from: ERIC Clearinghouse on Handicapped
and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 264-9474

Exceptional Children

Exceptional Children is published six times per year in September, October, November, January, February and April by the Council for Exceptional Children.

Copies from: Exceptional Children
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 264-9474

Information from HEATH

Information from HEATH is published and disseminated by HEATH, the national clearinghouse on postsecondary education for individuals with disabilities. Information from HEATH is published twice a year. The newsletter covers a wide range of topics and provides resources and information addressing issues about youth and adults with disabilities. Subscriptions are available free by request.

Copies from: HEATH Resource Center
One Dupont Circle/Suite 800
Washington, DC 20036
1-800-544-3284
(202) 939-9320

The Journal of the Association For Persons with Severe Handicaps

The Journal of the Association for Persons with Severe Handicaps is published quarterly. The journal is the official publication of TASH.

Copies from: Journal of the Association for Persons with Severe Handicaps
c/o TASH
7010 Roosevelt Way NE
Seattle, WA 98115
(206) 523-8446
(206) 524-6198 (TDD)

Teaching Exceptional Children

Teaching Exceptional Children is a journal of the Council for Exceptional Children which is published quarterly in September, December, March and May. Articles deal with practical methods and materials for classroom use.

Copies from: Teaching Exceptional Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660 (TDD)

Transition Summary

Transition Summary is published once each year. Individual subscriptions in the U.S. are free. It was developed to help youth with disabilities, their families and the professionals who work with them to meet the challenge that transition from the secondary school system brings.

Copies from: NICHCY
P.O. Box 1492
Washington, DC 20013
1-800-999-5599
(703) 893-8614 (TDD)

PARENT TRAINING AND INFORMATION CENTERS

Parent training and information centers are federally funded organizations in each state which provide training on a variety of issues to parents of children and youth with disabilities. Listed are those centers which have developed training and information as it relates to supported employment and transition. You are encouraged to contact the parent center in your state.

ALABAMA

Transition

*Special Education Action Committee (SEAC)
P.O. Box 161274
Mobile, AL 36616-2274
(205) 478-1208 Voice/TDD
1-800-222-7322 (AL only)

*SEAC Outreach
601 Vestavia Parkway, Suite 260
Birmingham, AL 35216
(205) 823-9441
FAX (205) 473-7877

ARIZONA

Supported Employment

Transition

*Pilot Parent Partnerships
2150 East Highland Avenue, #105
Phoenix, AZ 85016
(602) 468-3001

ARKANSAS

Supported Employment

Transition

*Arkansas Parent Support and Information Network

Arkansas Disability Coalition
10002 West Markham, Suite B7
Little Rock, AR 72205
(501) 221-1330 Voice/TDD

FOCUS, Inc.
2917 King Street, Suite C
Jonesboro, AR 72401
(501) 935-2750
(501) 221-1330 Voice/TDD

CALIFORNIA

Transition

*Northern California Coalition for Parent Training and Information (NCC)

Region 1

Disability Rights Education and Defense Fund (DREDF)
2212 Sixth Street
Berkeley, CA 94710
(510) 644-2555
Serves: Solano, San Francisco, Contra Costa and Alameda Counties

Region 2

MATRIX, A Parent Network and Resource Center
P.O. Box 6541
San Rafael, CA 94903
(415) 499-3877
Serves: Marin, Napa, Sonoma, Mendocino, Humboldt and other far north counties

Region 3 (Central Office)

Parents Helping Parents (PHP)
535 Race Street, Suite 220
San Jose, CA 95126
(408) 288-5010
FAX (408) 297-6301
Serves: Monterey, San Mateo, Santa Clara, Santa Cruz and San Benito Counties

Supported Employment

Transition

*Team of Advocates for Special Kids, Inc. (TASK)
100 West Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275
FAX (714) 533-2533

COLORADO

Supported Employment

Transition

*Peak Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
(719) 531-9403 TDD
1-800-284-0251
FAX (719) 531-9452

CONNECTICUT

Supported Employment

Transition

*Connecticut Parent Advocacy Center, Inc. (CPAC)
5 Church Lane/P.O. Box 579
East Lyme, CT 06333
(203) 739-3089 Voice/TTY
1-800-445-2722 (CT only)

DELAWARE

Supported Employment

Transition

*Parent Information Center of Delaware, Inc.
700 Barksdale Road, Suite 6
Newark, DE 19711
(302) 366-0152
(302) 366-0178 TDD

FLORIDA

Supported Employment

Transition

*Parent Education Network (PEN) Project
Family Network on Disabilities, Inc.
1211 Tech Boulevard, Suite 105
Tampa, FL 33619
(813) 623-4088
1-800-825-5736

GEORGIA

Supported Employment

Transition

*Parents Educating Parents (PEP)
1851 Ram Runway, Suite 104
College Park, GA 30337
(404) 761-2745 Voice/TTD/TTY
FAX (404) 767-2258

HAWAII

Transition

*Assisting with Appropriate Rights in Education (AWARE)
Learning Disabilities Association of Hawaii
200 North Vineyard Boulevard, Suite 310
Honolulu, HI 96817
(808) 536-2280 Voice/TDD
FAX (808) 543-2222

IDAHO

Transition

*Idaho Parents Unlimited, Inc. (IPUL)
Parent Education and Resource Center
4696 Overland #478
Boise, ID 53706
(208) 342-5884

ILLINOIS

Supported Employment

Transition

*Family Resource Center on Disabilities (FRCD)
(formerly Coordinating Council for Handicapped Children - CCHC)
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939-3513
(312) 939-3519 TDD/TTY

INDIANA

Supported Employment

Transition

*IN*SOURCE (Indiana Resource Center for Families with Special Needs)
833 Northside Boulevard
Building #1 Rear
South Bend, IN 46617
(219) 234-7101
1-800-332-4433 (IN only, TDD)
FAX (219) 287-9651

IOWA

Supported Employment

Transition

*Iowa Exceptional Parent Center (IEPC)
Iowa Pilot Parents
33 North 12th Street/P.O. Box 1151
Fort Dodge, IA 50501
(515) 576-5870
1-800-383-4777 (Parents only)
FAX (515) 576-8209

KANSAS

Supported Employment

Transition

*Families Together, Inc.
1023 Southwest Gage
Topeka, KS 66604
(913) 273-6343

KENTUCKY

Supported Employment

Transition

*Kentucky Special Parent Involvement Network (KY-SPIN)
318 West Kentucky Street
Louisville, KY 40203
(502) 589-5717
1-800-525-7746

LOUISIANA

Transition

*Project PROMPT (Parents Reaching Out - Model for Parent Training)
United Cerebral Palsy of Greater New Orleans
1500 Edwards Avenue, Suite 0
Harahan, LA 70123
(504) 734-7736
1-800-766-7736

MAINE

Supported Employment
Transition

*Special Needs Parents Information Network (SPIN)
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504
1-800-325-0220 (ME only TDD)

MARYLAND

Transition

*The Parents' Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900 Voice/TDD
FAX (410) 712-0902

MASSACHUSETTS

Transition

*Federation for Children with Special Needs (FCSN)
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915 Voice/TTY
1-800-331-0688 (MA only)
FAX (617) 695-2939

MICHIGAN

Supported Employment
Transition

*Citizen Alliance to Uphold Special Education (CAUSE)
313 South Washington Square, Suite 040
Lansing, MI 48933
(517) 485-4084 Voice/TDD/TTY
1-800-221-9105 (MI only)
FAX (517) 485-4145

Supported Employment
Transition

*Parents are Experts: Parents Training Parents Project
United Cerebral Palsy Association of Metropolitan Detroit, Inc.
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
(313) 557-5070 Voice/TDD/TTY
FAX (313) 557-4456

MINNESOTA

Supported Employment

Transition

*PACER Center, Inc. (Parent Advocacy Coalition for Educational Rights)
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice/TDD
1-800-53PACER (MN parents only)
FAX (612) 827-3065

MISSISSIPPI

Supported Employment

Transition

*Mississippi Parent Advocacy Center (MS-PAC)
Association of Developmental Organizations of Mississippi, Inc. (ADOM)
332 New Market Drive
Jackson, MS 39209
(601) 922-3210
1-800-231-3721 (MS only)
FAX (601) 922-6854

MISSOURI

Supported Employment

Transition

*Missouri Parents Act (MPACT)

625 North Euclid, Suite 405
St. Louis, MO 63108
(314) 361-1660 Voice/TDD
1-800-284-6389 (MO only)
FAX (314) 361-4087

1722W South Glenstone, Suite 125
Springfield, MO 65804
(417) 882-7434 Voice/TDD
1-800-666-7228 (MO only)
FAX (417) 882-8413

1115 East 65th Street
Kansas City, MO 64131
(816) 333-6833/(816) 333-5685 TDD
FAX (816) 333-3225

MONTANA

Supported Employment

Transition

*Parents Let's Unite for Kids (PLUK)
EMC/IHS
1500 North 30th
Billings, MT 59101-0298
(406) 657-2055
FAX (406) 657-2037

NEBRASKA

Supported Employment

Transition

*Nebraska Parents' Information and Training Center
3610 Dodge Street
Omaha, NE 68131
(402) 346-0525

NEVADA

Supported Employment

Transition

*Nevada Technology Center Parent Connection

2880 East Flamingo Road, Suite A
Las Vegas, NV 89121
(702) 735-2922 Voice/TDD
1-800-435-2448 (NV only)

139 Vassar
Reno, NV 89502
(702) 333-6653 Voice/TDD

NEW HAMPSHIRE

Supported Employment

Transition

*Parent Information Center (PIC)
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-7005 Voice/TDD
1-800-232-0986 (NH only)
FAX (603) 224-4365

NEW JERSEY

Supported Employment

Transition

*Statewide Parent Advocacy Network, Inc. (SPAN)
516 North Avenue East
Westfield, NJ 07090
(908) 654-7726 Voice/TDD (Central Office)
(609) 646-6688 (Southern office)
(201) 279-0212 (Outreach office to Latino Community)
1-800-654-7726 (NJ only)

NEW MEXICO

Supported Employment
Transition

*Education for Parents of Children with Special Needs Project (EPICS Project)
Southwest Communication Resources, Inc.
P.O. Box 788
Bernalillo, NM 87004
(505) 867-3396
1-800-765-7320
FAX 867-3398 (Call first to dedicate line)

Supported Employment
Transition

*Parents Reaching Out to Help (PRO) and Project Adobe
1127 University Boulevard NE
Albuquerque, NM 87102
(505) 842-9045 Voice/TDD
1-800-524-5176 (NM only)
FAX (505) 842-1451

NEW YORK

Supported Employment
Transition

*Parent Network Center
1443 Main Street
Buffalo, NY 14209
(716) 885-1004/(716) 885-3527 TDD/TTY
1-800-724-7408 (NY only)

Transition

*Advocates for Children of New York, Inc.
24-16 Bridge Plaza South
Long Island, NY 11101
(718) 729-8866 (Voice/TDD)
FAX (718) 729-8931

NORTH CAROLINA

Supported Employment
Transition

*ECAC, Inc. (Exceptional Children's Assistance Center)
P.O. Box 16
Davidson, NC 28036
(704) 892-1321
1-800-962-6817 (NC only)
FAX (704) 892-6149 (first call to dedicate line)

NORTH DAKOTA

Supported Employment
Transition

*Pathfinder Services of North Dakota, Inc.
Pathfinder Parent Center
Arrowhead Shopping Center
16th Street and Second Avenue SW
Minot, ND 58701
(701) 852-9426
FAX (701) 838-9324

OHIO

Supported Employment

Transition

*Ohio Coalition for the Education of Handicapped Children (OCEHC)

Training Center
933 High Street, Suite 106
Worthington, OH 43085
(614) 431-1307 Voice/TDD

Business Office
1299 Campbell Road, Suite B
Marion, OH 43302
(614) 382-5452 Voice/TDD
FAX (614) 382-2399

Supported Employment

Transition

*Child Advocacy Center (CAC)
1821 Summit Road
Cincinnati, OH 45237
(513) 821-2400 Voice/TTY
FAX (513) 821-2442

OKLAHOMA

Supported Employment

Transition

*Parents Reaching Out in Oklahoma (PRO-Oklahoma)
1917 South Harvard Avenue
Oklahoma City, OH 73128
(405) 681-9710 Voice/TDD/TTY
1-800-PL94142
FAX (405) 685-4006

OREGON

Supported Employment

Transition

*Coalition in Oregon for Parent Education Project, Inc. (Oregon COPE Project, Inc.)
999 Locust Street NE, Box B
Salem, OR 97303
(503) 373-7477 Voice/TDD

PENNSYLVANIA

Supported Employment
Transition

Mentor Parent Program
P.O. Box 718
Route 257, Salina Road
Seneca, PA 16346
(814) 676-8615
1-800-447-1431 (PA only)

Supported Employment
Transition

*Parent Education Network (PEN)
333 East Seventh Avenue
York, PA 17404
(717) 845-9722 Voice/TDD
1-800-522-5827 Voice/TDD
1-800-441-5028 Spanish
FAX (717) 848-3654

Supported Employment
Transition

*Parents Union for Public Schools
311 South Juniper Street, Suite 602
Philadelphia, PA 19107
(215) 546-1166

PUERTO RICO

Supported Employment
Transition

*Asociacion De Padres Pro Bienestar De Ninos
Con Impedimento De P.R., Inc.
P.O. Box 21301
Rio Piedras, PR 00928-1301
(809) 763-4665
FAX (809) 765-0345 (first call to dedicate line)

RHODE ISLAND

Supported Employment

Transition

*Rhode Island Parent Information Network, Inc.
(RIPN)
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144

SOUTH CAROLINA

Supported Employment
Transition

*Parents Reaching Out to Parents of South Carolina,
Inc. (PRO-Parents)
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859
1-800-759-4776 (SC only)

SOUTH DAKOTA

Supported Employment

Transition

*South Dakota Parent Connection, Inc.

Mailing address:
P.O. Box 84813
Sioux Falls, SD 57118-4813

Street address:
301 South Garfield Avenue, Suite 4
Sioux Falls, SD 57104
(605) 335-8844
1-800-640-4553 (SD only)
FAX (605) 335-8504

TENNESSEE

Supported Employment

Transition

*Support and Training for Exceptional Parents (STEP)
1805 Hayes Street, Suite 100
Nashville, TN 37203
(615) 639-0125
1-800-280-7837 (TN only)
FAX (615) 327-0827

TEXAS

Supported Employment

Transition

*Partnerships for Assisting Texans with Handicaps (PATH)
Partners Resource Network, Inc.
6465 Calder, Suite 202
Beaumont, TX 77707
(409) 866-4726
1-800-866-4726

UTAH

Supported Employment

Transition

*Utah Parent Center (UPC)
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272-1051
1-800-468-1160 (UT only)

VERMONT

Supported Employment

Transition

*Vermont Information and Training Network (VITN)
37 Champlain Mill
Winooski, VT 05404
(802) 655-4016 Voice/TDD

VIRGINIA

Supported Employment

Transition

*Parent Educational Advocacy Training Center (PEATC)
228 South Pitt Street, Suite 300
Alexandria, VA 22314
(703) 836-2953/(703) 836-3026 TDD
1-800-869-6782 (VA, WV, MD only)
FAX (703) 836-5869

WASHINGTON

Supported Employment

Transition

*Washington PAVE (Parents Advocating Vocational Education)
6316 South 12th
Tacoma, WA 98465
(206) 565-2266 Voice/TDD
1-800-572-7368 Voice/TDD (WA only)
FAX (206) 566-8052

Supported Employment

Transition

*Specialized Training of Military Parents (STOMP)
12208 Pacific Highway SW
Tacoma, WA 98499
(206) 588-1741
FAX (206) 588-1771

WEST VIRGINIA

Supported Employment

Transition

*West Virginia Parent Training and Information Project
Schroath Professional Building/2nd Floor, Ste 2-1
229 Washington Avenue
Clarksburg, WV 26301
(304) 624-1436

WISCONSIN

Supported Employment

Transition

*Parent Education Project (PEP)
United Cerebral Palsy of Southeastern Wisconsin, Inc.
230 West Wells #502
Milwaukee, WI 53203
(414) 272-4500/(414) 272-1077 TTY
1-800-472-5525 (WI only)

SUPPORTED EMPLOYMENT PARENT TRAINING TECHNICAL ASSISTANCE (SEPT/TA) PROJECT

A BIBLIOGRAPHY OF SUPPORTED EMPLOYMENT AND TRANSITION RESOURCES

BIBLIOGRAPHIC INFORMATION FORM

If you have information you would like SEPT/TA to include in the next edition of a bibliography on transition, or if you wish to correct or change a citation in the current bibliography, please make a copy of this form for each item to be listed, complete the form, and return it to the SEPT/TA Project. Please include all information that will help SEPT/TA staff locate the material.

Date:_____ PLEASE PRINT OR TYPE

PRINTED MATERIALS
(books, chapters, articles, manuals, conference presentations)

Author(s)_____

Title_____

For a book:

Publication date_____ Publication place (city/state)_____

Publisher_____

If a book chapter, list book editor(s), title of complete volume, pages_____

_____

For an article: (magazine, journal, newspaper)

Publication title_____

Volume/issue_____ Date_____ Pages_____

For a conference:

Name of conference/sponsor_____

Location_____ Date (mo/yr)_____

Brief description of contents_____

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